

Strengths in the Workplace

B I R D V I L L E I S D

SPECIAL POINTS OF INTEREST:

- Teach With Your Strengths by Liesveld & Miller
- StrengthsQuest by Clifton & Anderson
- How Full is Your Bucket by Rath & Clifton

SPOTLIGHT ON: RESPONSIBILITY

The strength of Responsibility is noted by deep commitments and emotional values. Those who possess this strength find that they take ownership of any problem they confront or any task they are assigned. Any time a person with the theme of Responsibility is given a task or problem, they will do whatever they can to solve it or complete it. Further, they are compelled to make sure the task is done thoroughly and completely.

make it up to the person whom they feel they have let down. Because the commitment is so personal, someone



with the Responsibility theme are excellent coworkers. They are driven to complete job assignments and focus efforts on accomplishments. Often, people who possess Responsibility as a theme are requested by coworkers to take part in work activities, because they are known for getting things done. Those with Responsibility often look for these traits in others, when they are on teams.

Those with the Responsibility theme also have difficulty if they cannot complete the task or solve the problem. In these instances, the person will begin to find any way possible to

with this theme feels a special burden if they cannot complete a task. They begin to look for ways to make amends.

Because of these traits, those

Those with Responsibility are also known as dependable, trustworthy, volunteers, ethical, conscientious, and reliable.

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WHAT DO YOUR STRENGTHS SAY ABOUT YOU?

The Gallup StrengthsFinder divides personalities into thirty four individual themes of talent. These themes can then be subdivided into four areas: Striving, Thinking, Relating, and Impacting themes. After a person has identified their personal themes, they can see

under which area they classified. Understanding the area where a person's themes are can help identify possible career choices or lead to a greater understanding of personal work habits.

The Striving area is filled with

themes related to working harder. Some of these themes include Achiever, Activator, Discipline, Focus, or Restorative. Possessing these Strengths allows workers to accomplish tasks and achieve goals. This is often a high priority for these people. (cont)

STUDENT EXPECTATIONS (CONT'D)

(cont'd from page one) The Thinking area is about working smarter. Themes in this classification include Analytical, Deliberative, Futuristic, Ideation, Input, Intellection, Learner, or Strategic. These themes allow people to consider relationships, patterns, or alternate solutions to complete tasks in depth.

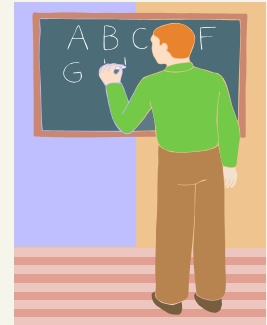
The third classification is Relating, which allows people with these strengths to de-

velop strong working relationships. These strengths include Communication, Empathy, Harmony, Includer, or Relator. Using these talents in work /team situations will enable strong bonds to develop. Those who possess these strengths will help groups to accomplish tasks together.

The Impacting classification is about influencing people. Strengths in this area are

Command, Competition, Developer, Maximizer, Positivity, and Woo. In a work situation, those who possess these strengths are able to motivate people to move beyond complacency and accomplish more than they might have done alone.

Looking at how the Strengths relate to each other can help build bonds in the workplace so that all people may achieve at their highest.



Teach With Your Strengths, Liesveld & Miller, 2005.

THE BISD STORY

“It is only when talent, knowledge and skill are combined that they become Strengths.”

Thanks to the support of BISD, Strengths is becoming part of the culture of our district. The more we know about ourselves and our talents, the stronger we will be as educators.

Any employee is eligible to take part in the assessment and training. New teachers

receive training at the beginning of their service in the district. Veteran teachers and staff are taking part in the assessment and receiving coaching during staff development. The district has several Strengths Coaches available to assist individuals and groups understand the assessment and how to apply it in the workplace.

If you need further information, contact Jennifer Gotuaco via email.

THE 1968 RESEARCH OF DR. ROSENTHAL

Researcher Dr. Rosenthal performed a 1968 study on teacher expectation and student performance. All of the students at the school were given similar I.Q. tests. In his research, he randomly chose a group of students. He told the teachers he had identified them as “special” and

that they were expected to have high achievement over the coming school year. The following data were recorded:

- Teachers expressed more positive attitudes toward these students.
- Teachers frequently acknowledged, applied,

or summarized their work.

- Teachers presented more challenging material to them.
- Teachers made more eye contact and asked them more questions.

At year’s end, all of the special students had a 47% increase in I.Q. scores. However, these students were selected randomly. Isn’t it time we think of all of our students as “special”? (From Clifton & Anderson, 2001.)